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ABSTRACT

This paper reports the findings of a survey of rural northeastern Kentucky high school teachers on the questionnaire "What Do You Really Believe?," an instrument originally developed by Phi Delta Kappa (PDK) and revised to assist in identifying a potential set of Core Values to which a majority of the public might subscribe. The present study rephrased the statements originally intended for use with teens to ask teacher to agree or disagree with statements reflecting their own values. Teachers from three county district high schools in northeastern Kentucky participated in the study. The completed questionnaires were scanned and analyzed for 88 teachers. The study found agreement on which values are important, that is democratic values versus authoritarian values, but found many values-oriented problems facing our society over which there is disagreement. The document suggests a follow-up study be conducted with parents to ascertain their beliefs and see how they correlate with the earlier student study by the same researchers and the present study of teacher attitudes. (Contains 36 references.) (EH)

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Adolescents' and Educators' Perceptions of Values: Implications for Public Education

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Abstract

Teen violence, crime, drug abuse, and unwed pregnancies are a concern to parents and educators. This research has been guided by a study by Phi Delta Kappa on Core Values which was undertaken to determine if there are common values, such as honesty, civility, equality, freedom, and responsibility on which all people in the United States agree. The present study is an attempt to determine what values educators hold. A sample of high school teachers were surveyed to provide their views to a revised Phi Delta Kappa's (PDK) survey, "What Do You Really Believe." Implications for research and practice will be discussed.

Adolescents' and Educators' Perceptions of Values:

Implications for the Public Educator

Values may be defined as "principles or standards of behavior, generally expressed as basic beliefs about right and wrong, good and bad, and appropriate and inappropriate behavior" (Frymier, Cunningham, Duckett, Gansneder, Link, Rimmer, & Scholz, 1996, p.8). Frymier (1974) even felt that "[V]alues are very close to the center of self." (p.9). Values and morals are used frequently to refer to the same phenomena. Blasi (1986) suggests that behavior is moral"[1] if it is intentional, [2] a response to some sense of obligation; and [3] if the obligation is a response to an ideal..." (in Blasi, 1987, p. 86). To Wynne and Ryan (1997) morals, in the schools, refer to teaching character, academics, and discipline. In fact, they emphasize the teaching of "traditional" values, such as respect, responsibility, and honesty. Children most often exhibit a commitment to the same values perspective of their families. These values, or social rules, begin to be affected by children's peer groups in early adolescence. The particular characteristics of a child's family have an impact on how much a child is influenced by peers. For example, growing up in a single parent family has been linked with more peer pressure to engage in non-adult approved behavior (Barber & Eccles, 1992).

Results from a study using The Moral Dilemmas Test (MDT; Bronfenbrenner, Devereux, Suci, & Rodgers, 1965), in which adolescents must choose between behavior that is adult-approved and peer-approved, indicate that as children enter adolescence, their decisions are more heavily influenced by age-mates. Females, in general, were more likely to choose socially-approved behaviors, that is, actions approved by adults (Andersson, 1979).

However, Devereux (1992) reported that the development of values was affected by the authority-orientation of the parents. If the parental style is authoritarian, internalization of social rules is hindered. Internalization of adult-endorsed practices is more likely to take place if the parental style could be characterized as authoritative. The less internalized the social rules, the more likely the individual might give in to temptation in the absence of adult authority figures.

In addition, national and or cultural child-rearing traditions have a direct bearing on the choices made by adolescents toward non-adult-approved behavior (Devereux, 1972). For example, young Hispanic-American girls are taught that "belonging" is highly important. Therefore, relationships with peers at adolescence more heavily influence their decision-making than male's decision-making (Florez-Ortiz, 1994).

Although one must be aware of age differences in cross-cultural studies, Swedish children chose similar responses to American children in reacting to the scenarios in The MDT (Bronfenbrener, et al., 1965). In these scenarios children were asked to choose between responses which indicated behavior by one's peer group and behavior affiliated with adult expectations (Andersson, 1979).

Other research with adolescents, who completed a self-rating inventory, indicated that being associated with the values of adults had a negative correlation with being accepted by one's peers. (Allen, Weissberg, & Hawkins, 1989). Thus, as adolescence approaches, children may exhibit rejection of parental values as a form of independence-seeking (Fasick, 1984). However, while adolescents are more tolerant of non-adult approved values, they eventually exhibit the basic values of their parents. Throughout their life-span they

increasingly adhere to the legitimacy of these values (Roscoe & Peterson, 1989).

In addition to the effects of family and differing cultures, schools serve as a micro-culture for observing, teaching, and learning values. Whether they intentionally do so, or not, teachers provide learning opportunities for students through modeling their beliefs and values. In fact, many in the field of education consider the teacher's role as not just a technical dispenser of information or organizer of appropriate academic learning experiences, but as a moral exemplar who strives to act professionally, ethically, and morally to serve as a catalyst for the development of positive values in the children in their care (Beyer, 1997; Campbell, 1997; Goodlad, 1990; & Luckowski, 1997).

One of the questions that guided the Phi Delta Kappa Study of Core Values (SCV) was: "Are there certain values on which we agree?" (Frymier, Cunningham, Duckett, Gansneder, Link, Rimmer, & Scholz, 1995, p.1). Two of Frymier et al.'s (1995) findings are notable to this study. That is, (1)" [e]ducators accept democratic values as important for children to learn in school", and (2) "[t]there are many values on which we agree." (p.3). These values include honesty, civility, equality, learning, freedom, responsibility, as well as justice, caring, tolerance (Frymier et al., 1995; Lickona, 1993; Traiger, 1995), and empathy, cooperation, and altruism (Lapsley, 1996).

With regards to perceptions of values of educators and high school students, Heger (1995) found that teachers underestimated the values of students on Phi Delta Kappa's Core Values study. In fact, he found that with one exception, cheating, student values were more conventional and positive than was expected. In addition, Frymier, Cunningham, Duckett, Gansneder, Link, Rimmer, and Scholz (1996) reported, in a study of nine high schools in

three cities, that teachers were relatively accurate in predicting students' responses to several value statements, as compared to how students actually responded. They also found that "teachers almost always estimated that things were worse than they actually were." (p.3). They did caution that the students surveyed were not from the same schools as were the teachers. Because of the many discrepancies reported in their survey, Frymier et al., (1996) noted that schools were not teaching values as well as many educators felt they were. This is noteworthy because many educators, (e.g., Soder cited in Bushweller, 1995), stated that one of the major purposes of schools is to teach students the "moral and ethical responsibilities of living in a democracy." (p.27). In light of the increasing problems in society, such as violence, Traiger (1995) also noted that it was important for schools to address the issue of values and ethics.

Interestingly, supporters of character education (CE) believe that core values should be reflected in all aspects of school (Martin, 1996). In fact, Martin (1996) reported that, in a Public Agenda Survey conducted in 1994, 71% of Americans report that it is more important to teach values in schools than it is to teach academic subjects. In fact, Lickona (1991), in his approach for character education, suggests that educators teach values through the academic curriculum.

Previously, Fasko, Osborne, Grubb and Oakes (1996) found that a sample of educators and administrators in rural northeastern Kentucky believed that teens from their schools would subscribe to democratic ideals over authoritarianism, were as suscepitable to peer pressure as teens nationally, yearned for parental understanding, felt that their generation has the "toughest row to hoe" and appeared to be unclear (1) as to what values

their parents hold or (2) the role honesty should play in real life. However, neither this sample nor the national educator sample reached consensus in projecting teen response to "Democracy depends fundamentally upon people being honest". Seven percent of northeastern Kentucky educators estimated that teens would reject the statement (say "No") whereas 62% of national educators predicted teens would say "Yes".

A follow-up study on adolescent values and beliefs (Fasko, Osborne, & Grubb, 1997), highlights contrasts and similarities between educator/administrator values, projections about teenagers' beliefs, and actual teen self-reported beliefs about themselves and others. In general, the adults surveyed projected teens would make more value-less or negative value statements than, in fact, teens actually did. Adolescents reached a consensus on 10 statements which inferred positive core values (such as agreeing with the statement, **It is important that those who know me well think of me as honest and upright.)** They also reached a decision on nine statements indicating lack of positive core values such as agreeing with the statement **My generation is more apt to lie or cheat than my parent's generation.** The educators predicted students would have as many positive value beliefs and twice as many value-less (indicating a lack of positive core values) beliefs than students self-reported. The thread of consistency throughout the studies appeared to be the consistency with which both adults and adolescents tended to profess their own positive core value beliefs while sharing a cynicism that cast suspicion on the beliefs and values of "others".

The purpose of this paper is to report the findings of a survey of rural northeastern Kentucky high school teachers on the questionnaire, "What do you Really Believe?", and instrument originally developed by Phi Delta Kappa (PDK) and revised by the present

authors to assist in identifying a potential set of Core Values to which a majority of the public might subscribe.

Method

Sample

The sample consisted of northeastern Kentucky high school teachers in three county district high schools.

Materials

The What do you Really Believe? (Phi Delta Kappa, 1996) survey includes 43 value statements that solicit respondent agreement or disagreement. The original PDK survey was intended for use with teens. The present study rephrased the statements to ask teachers to agree or disagree with statements reflecting their own values. The survey instrument may be seen in Appendix A.

Procedure

In the Spring of 1997, What do you Really Believe? surveys were distributed to the same three northeastern Kentucky school districts which participated in the How would Teenagers Respond? survey in fall 1994, and the original What do you Really Believe? survey of teens in 1996. The procedure was as follows: after gaining cooperation of appropriate school administrators, teachers in each high school were given a copy of the survey with an attached letter of introduction and directions. Surveys were delivered to the school principals by the researchers and picked up from the school offices two weeks later. The completed questionnaires were subsequently scanned and analyzed.

Results and Discussion

Statement Estimates

Eighty-eight usable high school teacher surveys were returned for a response rate of about 89%, although more than half (about 53% of the respondents declined to report demographic information. Of teachers responding to background questions, the predominate educational level was a master's degree (26 or 51%) followed by holders of Rank I certification (12 or 23%), bachelor's degree (9 or 18%), 5th Year certification (3 or 6%), and doctoral degree (1 or 2%). Slightly more than half of respondents were female (29 females versus 23 males) and 96% were white. Forty-two percent of teachers responding (21) were in the "40-50 years old" age group, whereas an additional 42% were between 20 and 40 years old and 16% (8) were between 51 and 60 years. The modal religious affiliation was "Protestant" (38 or 79%) followed by "other" (5, 10%), "none" (3, 6%), and "Catholic" (2, 4%).

Overall, high school teachers reached consensus, that is, at least 67% of the respondents agreed (said "yes") or disagreed (said "no") on 38 of the 43 value statements. They failed to reach consensus (less than 67% agreement as to "yes" or "no") on the remaining five statements. In order to make the overview and interpretation of responses more manageable, the 43 survey statements were partitioned into seven sections which made a sort of progressive sense to the investigators.

Table 1 displays the percentage of "yes" or "no" responses to survey value statements 1 through 7. The table "Decision" column reads "D" when at least 67% of the respondents

agreed or disagreed (collectively said "yes" or "no") in response to a particular statement and "U" when neither the "yes" group nor "no" group attained 67% consensus. As may be seen in Table 1, teachers reached consensus on 6 of the 7 items in Section 1. They agreed that: **Teens today are more apt to lie or cheat than my generation** ("yes" 78%); **Teens today face much tougher competition than in my generation** ("yes" 75%); **Teens today are more selfish than in my generation** ("yes" 70%); **Being honest is a good idea, theoretically, but everybody cheats sometimes, just to get along** ("no" 67%); **Most students who don't cheat are at a real disadvantage in some classes** ("no" 87%); **Most students at my school don't really care whether students cheat** ("yes" 71%). No consensus was reached on the final statement in Section 1: **Most teachers who see a student cheating will do nothing or will simply war the student.** About 63% of the teachers said "no" to this statement, whereas 37% said "yes".

Table 2 presents teacher responses to value statements 8 through 12. Teachers reached consensus on all 5 statements in Section 2. About 93% of teachers agreed that **If a teacher sees a student cheating on an exam, the teacher should take firm action to assure that the cheater suffers a negative consequence** ("yes" 93%). Whereas teacher-respondents unanimously rejected the statement ("no" 100%), **It is not always wrong to cheat on an exam,** about 67% agreed (said "yes") that **If it is necessary for teens to get a job they really want, and they are sure they would not get caught, they would lie.** Ninety percent of teachers rejected the statement (said "no") **In today's society, one has to lie or cheat, at least occasionally, in order to succeed** and the majority of those respondents affirmed their belief that **Democracy depends fundamentally upon people being honest** ("yes" 87%).

As may be seen in Table 3, teachers reached consensus in rejecting (said "no") each of the survey items 13 through 17. Whereas 84% of respondents said "no" to **Newspapers and magazines should be allowed to print anything they want, except military secrets,** 77% of the same teachers said "no" to the statement. **The government should prohibit some people from making speeches,** seemingly mixed interpretations of *Constitutional 1st amendment rights.* Teachers rejected the remaining statements in this series: **In some cases, the police should be allowed to search a home, even though they do not have a search warrant** ("no" 71%); **Certain groups should not be allowed to hold public meetings, even though they gather peaceably and only make speeches** ("no" 79%); and **Persons who refuse to testify against themselves (that is, give evidence that would show they are guilty of criminal acts) should either be made to talk or be severely punished** ("no" 79%).

Responses to survey items 18 through 24 are depicted in Table 4. Here, teachers reached consensus on the following items: **Sending letters and telegrams to Congressmen has little influence upon legislators** ("no" 69%); **If a person is uncertain how to vote, it is better if he or she does not vote** ("no" 84%); **Most people who don't believe in God are bad people** ("no" 87%); **I believe that faith is better than thinking for solving life's important problems** ("no" 75%); **Our fate in the hereafter depends on how we behave on earth** ("yes" 81%); and **God controls everything that happens to people** ("no" 71%). The only undecided item in Section 4 was a 52% "yes" versus 48% "no" split in response to **There is an "every person for himself" attitude in this school.**

Responses to value statements 25 to 31 are presented in Table 5. There was a 90% or

higher consensus among teachers responding "yes" to the first five statements. Ninety percent of teachers agreed ("yes") that **My ethics and behavior are consistent with how I was raised** and nearly unanimous support ("yes" 99%) for the statement **It is important that those who know me well think of me as honest and upright.** In evaluating statements regarding teen use of alcohol and drugs and with respect to teen sexual activity, 97% of teachers agreed (said "yes") that **Teens use alcohol sometimes, when encouraged by friends** and **Teens engage in premarital sexual activity;** 92% of teachers agreed ("yes") that **Teens use drugs sometimes, when encouraged by friends.** Among these respondents, 75% rejected the statement **Parents are very interested in their child's activities and work in school** ("no") and 73% of teachers agreed (said "yes") to **What students' friends say about right and wrong is more important than what their parents say.**

Statements 32 through 37 deal primarily with perception of teachers' attitudes and roles. Table 6 displays responses to these statements. As may be seen from inspection of the table, teachers reached consensus on three statements. However, only sixty-eight percent of respondents rejected the statement **Teachers in my school act as if things are more important than people** (said "no") and 68% agreed with the statement **Teachers put a lot of pressure on students to learn** (said "yes"). The greatest degree of consensus among Section 6 items was 83% rejection of the statement **Teachers are more concerned about who is right than with what is right** (said "no"). There was no consensus among this group as to whether **Teachers treat students better if their parents are wealthy or important** ("no" 64% versus "yes" 36%); and **Parents spend a lot of time helping their children learn about "right" and "wrong" in the world** ("no" 57% versus "yes" 43%).

Responses to the final six value statements, 38 through 43, are presented in Table 7. As may be seen from the table, teachers reached consensus on all six items. They agreed that **Friends put a lot of pressure on teens to do what they say is "right", even when it's "wrong" according to what parents and teachers say** ("yes" 84%), and overwhelmingly agreed that **Parents should spend more time talking with their children and listening to them** ("yes" 99%). Fewer respondents but still the majority agreed the **Ideas about "What is right" and "what is wrong" change over time** ("yes" 78%). Teacher perception among these respondents was that **People in this school complain about things, but are reluctant to do anything about them** ("yes" 87%); and fewer than three quarters of respondents rejected the statement **Students have often been rebuked or reprimanded in a way that unduly embarrassed or humiliated them** ("no" 72%). On the final item, 99% of teachers reported **I have answered every one these questions with absolute honesty.**

Conclusions

Implications for Research

Although there is agreement on which values are important, that is democratic versus authoutarian values, there are many values-oriented problems facing our society; that is, crime, drug abuse, teenage pregnancies, hate talk, and violence to name a few (Frymeir, et al., 1995). It is apparent that further research should be conducted in schools to determine the relationship between the democratic values of honesty, civility, equality, learning, freedom, and responsibility (Frymier, et al., 1995) to the above mentioned values problems. However, based on the results of the present research, an area of immediate interest is to determine how parents would respond to the value statements compared to their perception of

teen responses and actual teen responses recorded. In addition, comparisons could then be made between teacher and parent projections of teen responses and comparisons of parent, teacher, and teen professed beliefs.

Implications for Practice

Because there is agreement on which values are important, and because our schools are one agent of including democratic values in children and adolescents, it would seem appropriate that schools develop appropriate means to develop these values in students. Based on our data, teachers generally had conservative beliefs about values which reflects local and regional values. They also strongly supported the democratic values indicated in the survey, but were generally pessimistic about their students' values and behaviors. In fact, teachers believe that peers were much more influential than were parents regarding moral behaviors. In addition, teachers felt this peer influence was usually negative. On a more positive side, teachers reported that they are ethical and want to be thought of as honest and upright citizens. Although we have no data at this point comparing degree of parental versus teacher influence, teachers in this sample suggest that parents do not spend a lot of time teaching their teens right from wrong. There was consensus that parents should spend more time talking to their children. Obviously, values such as honesty, civility, equality, learning, freedom, and responsibility are behaviors all parents and educators wish children and adolescents to demonstrate. Perhaps, then, schools should be at the forefront in insuring that these skills are acquired.

There are many approaches in values education. These include values clarification, value transmission, value orientation, value stimulation, moral development and reasoning,

and character formation/education (Hermans, 1996).

The moral development/reasoning approach of Kohlberg (1969) uses moral dilemmas. In an extensive meta-analysis of the moral education literature, Schlaefli, Rest and Thoma (1985) found that moral discussion techniques produced modest effects, as did personality development programs, with the dilemma discussion technique being slightly better; particularly dilemmas which focus on issues of ownership, public welfare, and life and death. However, these dilemmas have been criticized for being too abstract and not dealing with typical experiences of individuals (Straughan, 1975). To determine what moral dilemmas preadolescents face, Tirri (1996) asked them to generate stories involving a moral problem. Tirri found that many of the moral dilemmas generated by the students were related to issues involving interpersonal and friendship issues.

In contrast to the moral dilemma approach to values education, values clarification was popular in the 1960s through the early 1980s because it involved a non-indoctrination approach, enjoyable exercises, and enthusiastic responses from students (Leming, 19811). Teachers looked for a change in behavior, not one's values (Raths, Harmin, & Simon, 1978), and students were assisted in understanding their own values. Unfortunately, the curricular effectiveness of this approach has not been supported in the past (Leming, 1981); it has been argued that there are few teachers who are skilled in using this approach (Wynne & Ryan, 1997). Leming noted that future values clarification research should focus on reliable and valid instruments, as well as using the best activities in order to more fairly assess its curricular effectiveness.

Character education is actually an old approach to teaching values. However, it has

recently been revised and has had a resurgence in American education. The main thesis of this approach is to develop "good character" in schools (Lickona, 1993). According to Lickona (1993), because of the present decline of the family, schools need to teach values and provide a moral community for children who are not learning these values at home. In order to accomplish these goals, Lickona suggests that character education incorporate the cognitive, affective, and behavioral aspects of morality, and that educators should teach students to consider issues of "right and wrong, good and bad" (Wynne & Ryan, 1997, p. 154). However, an issue that remains to be resolved based on our data is that teachers do not believe they are spending a lot of time teaching their students right from wrong.

By instilling these democratic values in students, schools would be better able to deal with values problems, such as crime, drug abuse, teenage pregnancies, hate talk, and violence. Afterall, since parents entrust their children and adolescents to the schools and their personnel, it seems appropriate that they assist parents in preventing and/or decreasing these problems.

Recently, character education has been critized for indoctrining students to work hard and to do what they are instructed to do (Kohn, 1996). Kohn (1996) suggests that proponents of character education just drill students in specific behaviors and that these students do not engage in any critical understanding of these behaviors and values. However, Doyle (1996) argues that although some character education programs are "poorly conceived or weakly executed", these programs should not be condemned entirely (p.441). Kohn (1996) argues that many of the values taught in these programs are quite "conservative" and thus are potentially controversial. Further, Kohn maintains that character education relies on three

ideologies; that is, behaviorism, conservatism, and religion. Obviously, the issue of religion is problematic in any values program in the public schools.

So, where do we go from here? Kohn suggests that teachers hold class meetings where they can participate in reflective activities and shared decision making. Additionally, he suggests that students have opportunities to practice "perspective taking". Interestingly, this is reflective of the moral development approach to values education. Kohn (1996) further asserts that educators need to help students "become more ethical and compassionate while simultaneously fostering intellectual growth" (p.436). According to Kohn, one way to do this is to restructure schools into caring communities. If there is today, a consensus on "core values", it seems appropriate that schools assist parents and the general public in transmitting these values to succeeding generations. Doing so will not only promote a future public good, but by actively promoting democratic values in students, schools may become better able to deal with current values-related problems such as crime, drug abuse, teenage pregnancy, hate talk, and violence.

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Authors' Notes

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Table 1.
Responses to "What Do You Really Believe?"
Section 1: Value Statements 1 through 7 by Survey Item
Northeastern Kentucky High School Teachers Spring 1997

Survey Item	Statement	% Responding Yes	% Responding NO	Decision* (Consensus)
1.	Teens today are more apt to lie or cheat than my generation.	78	22	D
2.	Teens today face much tougher competition than my generation.	75	25	D
3.	Teens today are more selfish than in my generation.	70	30	D
4.	Being honest is a good idea, theoretically, but everybody cheats sometimes, just to get along.	33	67	D
5.	Most students who don't cheat are at a real disadvantage in some classes.	13	87	D
6.	Most students at my school don't really care whether students cheat.	71	29	D
7.	Most teachers who see a student cheating will do nothing or will simply warn the student.	37	63	U

*** D (Decided): at least 67% consensus 'Yes' or 'No'**
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

Table 2.
Responses to "What Do You Really Believe?"
Section 2: Value Statements 8 through 12 by Survey Items
Northeastern Kentucky High School Teachers Spring 1997

Survey Item	Statement	% Responding Yes	% Responding NO	Decision* (Consensus)
8.	If a teacher sees a student cheating on an exam, the teacher should take firm action to assure that the cheater suffers a negative consequence.	93	7	D
9.	It is not always wrong to cheat on an exam.	0	100	D
10.	If it is necessary for teens to get a job they want, and they are sure they would get caught, they would lie.	67	33	D
11.	In today's society, one has to lie or cheat, at least occasionally, in order to succeed.	10	90	D
12.	Democracy depends fundamentally upon people being honest.	87	13	D

*** (Decided): at least 67% consensus 'Yes' or 'No'**
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

Table 3.
Responses to "What Do You Really Believe?"
Section 3: Value Statements 13 through 17 by Survey Item
Northeastern Kentucky High School Teachers Spring 1997

Survey Item	Statement	% Responding Yes	% Responding No	Decision* (Consensus)
13.	Newspapers and magazines should be allowed to print anything they want, except military secrets.	16	84	D
14.	The government should prohibit some people from making speeches.	23	77	D
15.	In some cases, the police should be allowed to search a home, even though they do not have a search warrant.	29	71	D
16.	Certain groups should not be allowed to hold public meetings, even though they gather peaceably and make speeches.	21	79	D
17.	Persons who refuse to testify against themselves (that is, give evidence that would show they are guilty of criminal acts) should either be made to talk or be severely punished.	21	79	D

*** D (Decided): at least 67% consensus 'Yes' or 'No'**
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

Table 4.
Responses to "What Do You Really Believe?"
Section 4: Value Statements 18 through 24 by Survey Item
Northeastern Kentucky High School Teachers Spring 1997

Survey Item	Statement	% Responding Yes	% Responding No	Decision* (Consensus)
18.	Sending letters and telegrams to Congressmen has little influence upon legislators.	31	69	D
19.	If a person is uncertain how to vote, it is better if he or she does not vote.	16	84	D
20.	Most people who don't believe in God are bad people.	13	87	D
21.	I believe that faith is better than thinking for solving life's important questions.	25	75	D
22.	Our fate in the hereafter depends on how we behave on earth.	81	19	D
23.	God controls everything that happens to people.	29	71	D
24.	There is an "every person for himself" attitude in this school.	52	48	U

*** D (Decided): at least 67% consensus 'Yes' or 'No'**
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

Table 5.
Response to "What Do You Really Believe?"
Section 5: Value Statements 25 through 31 by Survey Item
Northeastern Kentucky High School Teachers Spring 1997

Survey Item	Statement	% Responding Yes	% Responding No	Decision* (Consensus)
25.	My ethics and behavior are consistent with how I was raised.	90	10	D
26.	It is important that those who know me well think of me as honest and upright.	99	1	D
27.	Teens use alcohol sometimes, when encouraged by friends.	97	3	D
28.	Teens use drugs sometimes, when encouraged by friends.	92	8	D
29.	Teens engage in premarital sexual activity.	97	3	D
30.	Parents are very interested in their child's activities and and work in school.	25	75	D
31.	What students' friends say about right and wrong is more important than what their parents say.	73	27	D

*** D (Decided): at least 67% consensus 'Yes' or 'No'**
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

Table 6
Response to "What Do You Really Believe?"
Section 6: Value Statements 32 through 37 by Survey Item
Northeastern Kentucky High School Teachers Spring 1997

Survey Item	Statement	% Responding Yes	% Responding NO	Decision* (Consensus)
32.	Teachers in my school act as if things are more important than people.	32	68	D
33.	Teachers treat students better if their parents are wealthy or important	36	64	U
34.	Teachers are more concerned about who is right than what is right.	17	83	D
35.	Teachers put a lot of pressure on students to learn.	68	32	D
36.	Teachers spend a lot of time helping students learn about "right" and "wrong" in the world.	54	46	U
37.	Parents spend a lot of time helping their children learn about "right" and "wrong" in the world.	43	57	U

*** D (Decided): at least 67% consensus 'Yes' or 'No'**
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

Table 7.
Responses to "What Do You Really Believe?"
Section 7: Value Statements 38 through 43 by Survey Item
Northeastern Kentucky High School Teachers Spring 1997

Survey Item	Statement	% Responding Yes	% Responding No	Decision* (Consensus)
38.	Friends put a lot of pressure on teens to do what they say is "right", even when it's "wrong", according to what parents and teachers say.	84	16	D
39.	Parents should spend more time talking with their children and listening to them.	99	1	D
40.	Ideas about "what is right" and "what is wrong" change over time.	78	22	D
41.	People in this school complain about things, but are reluctant to do anything about them.	87	13	D
42.	Students have often been rebuked or reprimanded in a way that unduly embarrassed or humiliated them.	28	72	D
43.	I have answered every one of these questions with absolute honesty.	99	1	D

*** D (Decided): at least 67% consensus 'Yes' or 'No'**
U (Undecided): fewer than 67% consensus 'Yes' or 'No'

Appendix A

Dear Teacher,

We recently administered this survey to students in your school. Last year we asked you to predict how you thought the teens in your school would respond to the questions. Now, we would like to find out what you really believe. This study is prompted by a national Phi Delta Kappa survey on core values. Thank you for your cooperation.

Sincerely,

Education Level
- O Doctorate
- O Ed. Spec.
- O Rank I
- O MA/MS
- O 5th Year
- O BA/BS

Background Racial/Ethnic
- O Asian/Pacific Islander
- O Black/African American
- O Hispanic
- O Middle Eastern
- O Native American or Alaskan Native
- O White/Non Hispanic
- O Other

Age
- O 20-30
- O 31-40
- O 41-50
- O 51-60
- O 61 +

Religious Preference
- O Catholic
- O Jewish
- O Muslim
- O Protestant
- O Other
- O None

Sex
- O Male
- O Female

WHAT DO YOU REALLY BELIEVE?

DIRECTIONS: Use the "Computest" to fill in the circle for True or False corresponding to the number of each statement. Where the computer asks for your name, please put only the name of your school district. *Please leave the student ID number blank.* Answer according to whether you believe the statement to be correct or not. Do NOT sign your name. This is a completely anonymous questionnaire. Thank you.

- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely.
- Erase cleanly any marks you wish to change.

CORRECT MARK O

INCORRECT MARK O O O O

USE A NO. 2 PENCIL ONLY.

1. Teens today are more apt to lie or cheat than in my generation.
2. Teens today face much tougher competition than in my generation.
3. Teens today are more selfish than in my generation.
4. Being honest is a good idea, theoretically, but everybody cheats sometimes, just to get along.
5. Most students who don't cheat are at a real disadvantage in some classes.
6. Most students at my school don't really care whether students cheat.
7. Most teachers who see a student cheating will do nothing or simply warn the student.
8. If a teacher sees a student cheating on an exam, the teacher should take firm action to assure that the cheater suffers a negative consequence.
9. It is not always wrong to cheat on an exam.

10. If it is necessary for teens to get a job they want, and they are sure they would not get caught, they would lie.
11. In today's society, one has to lie or cheat, at least occasionally, in order to succeed.
12. Democracy depends fundamentally upon people being honest.
13. Newspapers and magazines should be allowed to print anything they want, except military secrets.
14. The government should prohibit some people from making speeches.
15. In some cases, the police should be allowed to search a home, even though they do not have a search warrant.
16. Certain groups should not be allowed to hold public meetings, even though they gather peaceably and only make speeches.
17. Persons who refuse to testify against themselves (that is, give evidence that would show they are guilty of criminal acts) should either be made to talk or be severely punished.
18. Sending letters and telegrams to Congressmen has little influence upon legislators.
19. If a person is uncertain how to vote, it is better if he or she does not vote.
20. Most people who don't believe in God are bad people.
21. I believe that faith is better than thinking for solving life's important questions.
22. Our fate in the hereafter depends on how we behave on earth.
23. God controls everything that happens to people.
24. There is an "every person for himself" attitude in this school.
25. My ethics and behavior are consistent with how I was raised.
26. It is important that those who know me well think of me as honest and upright.
27. Teens use alcohol sometimes, when encouraged by friends to do so.
28. Teens use drugs sometimes, when encouraged by friends to do so.
29. Teens engage in premarital sexual activity.
30. Parents are very interested in their child's activities and work at school.
31. What students' friends say about right and wrong is more important to them than what their parents say.
32. Teachers in my school act as if things are more important than people.
33. Teachers treat students better if their parents are wealthy or "important."
34. Teachers are more concerned about who is right than what is right.
35. Teachers put a lot of pressure on students to learn.
36. Teachers spend a lot of time helping students learn about "right and "wrong" in the world.
37. Parents spend a lot of time helping their children learn about "right and "wrong" in the world.
38. Friends put a lot of pressure on teens to do what they say is "right" even when its "wrong," according to what parents and teachers say.
39. Parents should spend more time talking with their children and listening to them.
40. Ideas about "what is right" and "what is wrong" change over time.
41. People in this school complain about things, but are reluctant to do anything about them.

42. Students have often been rebuked or reprimanded in a way that unduly embarrassed or humiliated them.
43. I have answered every one of these questions with absolute honesty.